

Bethune Elementary

302 Norwood St. East
Bethune, SC 29009

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 124 Students | |
| Principal | Gerald Gary | 843-334-6278 |
| Superintendent | Herbert M. Berg, Ed.D. | 803-432-8416 |
| Board Chair | Dana A. Morris | 803-432-4391 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 6 | 45 | 60 | 11 |

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 7 out of 7 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Average | Unsatisfactory | No |
| 2004 | Average | Below Average | Yes |
| 2005 | Average | Average | Yes |
| 2006 | Average | Average | Yes |

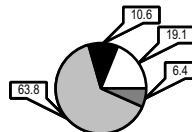
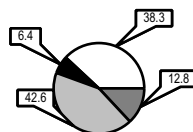
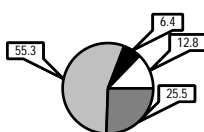
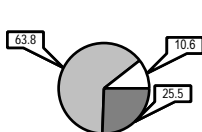
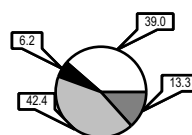
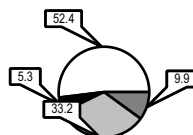
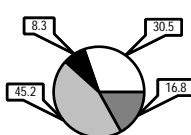
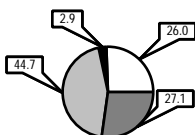
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 54 | 100.0 | 10.6 | 63.8 | 25.5 | 0.0 | 38.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 32 | 100.0 | 17.9 | 64.3 | 17.9 | 0.0 | 32.1 | N/A | N/A |
| Female | 22 | 100.0 | 0.0 | 63.2 | 36.8 | 0.0 | 47.4 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 20 | 100.0 | 13.3 | 60.0 | 26.7 | 0.0 | 46.7 | I/S | I/S |
| African American | 33 | 100.0 | 9.7 | 67.7 | 22.6 | 0.0 | 32.3 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 49 | 100.0 | 2.4 | 71.4 | 26.2 | 0.0 | 40.5 | N/A | N/A |
| Disabled | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 54 | 100.0 | 10.6 | 63.8 | 25.5 | 0.0 | 38.3 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 54 | 100.0 | 10.6 | 63.8 | 25.5 | 0.0 | 38.3 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 43 | 100.0 | 13.9 | 69.4 | 16.7 | 0.0 | 25.0 | I/S | Yes |
| Full-pay meals | 11 | 100.0 | 0.0 | 45.5 | 54.5 | 0.0 | 81.8 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 54 | 100.0 | 12.8 | 55.3 | 25.5 | 6.4 | 51.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 32 | 100.0 | 17.9 | 53.6 | 25.0 | 3.6 | 50.0 | N/A | N/A |
| Female | 22 | 100.0 | 5.3 | 57.9 | 26.3 | 10.5 | 52.6 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 20 | 100.0 | 0.0 | 60.0 | 26.7 | 13.3 | 80.0 | I/S | I/S |
| African American | 33 | 100.0 | 19.4 | 51.6 | 25.8 | 3.2 | 35.5 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 49 | 100.0 | 9.5 | 57.1 | 26.2 | 7.1 | 54.8 | N/A | N/A |
| Disabled | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 54 | 100.0 | 12.8 | 55.3 | 25.5 | 6.4 | 51.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 54 | 100.0 | 12.8 | 55.3 | 25.5 | 6.4 | 51.1 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 43 | 100.0 | 13.9 | 58.3 | 25.0 | 2.8 | 44.4 | I/S | Yes |
| Full-pay meals | 11 | 100.0 | 9.1 | 45.5 | 27.3 | 18.2 | 72.7 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 54 | 100.0 | 38.3 | 42.6 | 12.8 | 6.4 | 19.1 |
| Gender | | | | | | | |
| Male | 32 | 100.0 | 39.3 | 39.3 | 10.7 | 10.7 | 21.4 |
| Female | 22 | 100.0 | 36.8 | 47.4 | 15.8 | 0.0 | 15.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 20 | 100.0 | 13.3 | 53.3 | 13.3 | 20.0 | 33.3 |
| African American | 33 | 100.0 | 51.6 | 35.5 | 12.9 | 0.0 | 12.9 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 49 | 100.0 | 35.7 | 45.2 | 11.9 | 7.1 | 19.0 |
| Disabled | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 54 | 100.0 | 38.3 | 42.6 | 12.8 | 6.4 | 19.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 54 | 100.0 | 38.3 | 42.6 | 12.8 | 6.4 | 19.1 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 43 | 100.0 | 41.7 | 47.2 | 8.3 | 2.8 | 11.1 |
| Full-pay meals | 11 | 100.0 | 27.3 | 27.3 | 27.3 | 18.2 | 45.5 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 54 | 100.0 | 19.1 | 63.8 | 6.4 | 10.6 | 17.0 |
| Gender | | | | | | | |
| Male | 32 | 100.0 | 14.3 | 60.7 | 7.1 | 17.9 | 25.0 |
| Female | 22 | 100.0 | 26.3 | 68.4 | 5.3 | 0.0 | 5.3 |
| Racial/Ethnic Group | | | | | | | |
| White | 20 | 100.0 | 0.0 | 66.7 | 13.3 | 20.0 | 33.3 |
| African American | 33 | 100.0 | 29.0 | 61.3 | 3.2 | 6.5 | 9.7 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 49 | 100.0 | 16.7 | 66.7 | 7.1 | 9.5 | 16.7 |
| Disabled | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 54 | 100.0 | 19.1 | 63.8 | 6.4 | 10.6 | 17.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 54 | 100.0 | 19.1 | 63.8 | 6.4 | 10.6 | 17.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 43 | 100.0 | 22.2 | 66.7 | 2.8 | 8.3 | 11.1 |
| Full-pay meals | 11 | 100.0 | 9.1 | 54.5 | 18.2 | 18.2 | 36.4 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 16 | 100.0 | 12.5 | 43.8 | 43.8 | 0.0 | 43.8 |
| | 4 | 22 | 100.0 | 14.3 | 57.1 | 28.6 | 0.0 | 28.6 |
| | 5 | 10 | 100.0 | 30.0 | 50.0 | 20.0 | 0.0 | 20.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 16 | 100.0 | 6.7 | 53.3 | 40.0 | 0.0 | 40.0 |
| | 4 | 19 | 100.0 | 18.8 | 56.3 | 25.0 | 0.0 | 25.0 |
| | 5 | 19 | 100.0 | 6.3 | 81.3 | 12.5 | 0.0 | 12.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 16 | 100.0 | 0.0 | 68.8 | 31.3 | 0.0 | 31.3 |
| | 4 | 22 | 100.0 | 23.8 | 28.6 | 33.3 | 14.3 | 47.6 |
| | 5 | 10 | 100.0 | 20.0 | 60.0 | 10.0 | 10.0 | 20.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 16 | 100.0 | 20.0 | 53.3 | 20.0 | 6.7 | 26.7 |
| | 4 | 19 | 100.0 | 12.5 | 62.5 | 18.8 | 6.3 | 25.0 |
| | 5 | 19 | 100.0 | 6.3 | 50.0 | 37.5 | 6.3 | 43.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 16 | 100.0 | 6.3 | 68.8 | 25.0 | 0.0 | 25.0 |
| | 4 | 22 | 100.0 | 52.4 | 42.9 | 0.0 | 4.8 | 4.8 |
| | 5 | 10 | 100.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 16 | 100.0 | 46.7 | 40.0 | 13.3 | 0.0 | 13.3 |
| | 4 | 19 | 100.0 | 43.8 | 31.3 | 18.8 | 6.3 | 25.0 |
| | 5 | 19 | 100.0 | 25.0 | 56.3 | 6.3 | 12.5 | 18.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 16 | 100.0 | 12.5 | 62.5 | 25.0 | 0.0 | 25.0 |
| | 4 | 22 | 100.0 | 14.3 | 57.1 | 23.8 | 4.8 | 28.6 |
| | 5 | 10 | 100.0 | 70.0 | 30.0 | 0.0 | 0.0 | 0.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 16 | 100.0 | 20.0 | 80.0 | 0.0 | 0.0 | 0.0 |
| | 4 | 19 | 100.0 | 18.8 | 56.3 | 12.5 | 12.5 | 25.0 |
| | 5 | 19 | 100.0 | 18.8 | 56.3 | 6.3 | 18.8 | 25.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 124) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 4.8% | Down from 5.7% | 3.6% | 2.8% |
| Attendance rate | 96.1% | Up from 95.8% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | No change | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | No change | 0.0% | 0.0% |
| Eligible for gifted and talented | 3.6% | Up from 2.0% | 6.7% | 10.4% |
| On academic plans | 8.3% | N/AV | 46.0% | 33.6% |
| On academic probation | 0.0% | N/AV | 0.0% | 1.0% |
| With disabilities other than speech | 2.2% | Down from 5.1% | 7.6% | 7.5% |
| Older than usual for grade | 0.9% | Up from 0.0% | 1.4% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 19.6% | 0.0% | 0.0% |
| Teachers (n= 8) | | | | |
| Teachers with advanced degrees | 37.5% | Up from 25.0% | 51.2% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 0.0% | N/A | 3.3% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 0.0% | 0.0% |
| Teachers returning from previous year | 71.9% | Up from 64.2% | 87.0% | 87.3% |
| Teacher attendance rate | 95.7% | Up from 88.4% | 94.8% | 94.9% |
| Average teacher salary | \$40,780 | Down 2.2% | \$41,724 | \$42,485 |
| Prof. development days/teacher | 8.6 days | Down from 12.5 days | 13.2 days | 13.3 days |
| School | | | | |
| Principal's years at school | 1.0 | Down from 2.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.2 to 1 | Up from 15.8 to 1 | 17.5 to 1 | 18.6 to 1 |
| Prime instructional time | 91.7% | Up from 81.6% | 89.5% | 89.7% |
| Dollars spent per pupil* | \$8,650 | Up 11.4% | \$6,904 | \$6,557 |
| Percent of expenditures for teacher salaries* | 53.4% | Up from 46.8% | 63.1% | 64.0% |
| Percent of expenditures for instruction* | 58.3% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Excellent | No change | Good | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 5.3% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | Yes |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bethune Elementary focuses on meeting the needs of individual students, which in turn creates group success. This past school year, the Education Oversight Committee recognized Bethune Elementary for closing the achievement gap of historically disadvantaged students. We pride ourselves on our philosophy of meeting the needs of all students and feel that this recognition confirms our commitment of academic excellence for all students.

We are proud of the labs that we have as well as computers and other multimedia technologies in the classroom to enhance instruction. Our developmentally appropriate space for students has provided teachers and students with a facility that endorses hands-on learning. Our ability to offer low teacher/pupil ratios continues to be the strength of our program.

As part of our school planning process, we will continue to review our test scores and make good decisions for groups of students as well as focus on test scores of individual students. Our PACT scores continue to improve overall, including a decline in the numbers of students scoring in the below basic category. We will also continue to use MAP (Measures of Academic Progress) data to differentiate instruction for all students. The use of this data has enabled us to make instructional changes to meet the needs of the individual learner. As a team, we will continue to work on expanding our high expectations. We have worked on dress code, safety issues, and meeting the needs of a rural and diverse community. Although it takes many variables to provide the very best learning environment for all students, we will continue to strive to do so.

Gerald E. Gary, Principal

Tanya Eubanks, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 10 | 18 | 3 |
| Percent satisfied with learning environment | 100.0% | 72.2% | I/S |
| Percent satisfied with social and physical environment | 100.0% | 11.1% | I/S |
| Percent satisfied with school-home relations | 90.0% | 77.8% | I/S |

*Only students at the highest elementary school grade level at this school and their parents were included.